Formative Assessment Task

Second Grade: Geometry

Standard 2.G.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.

**Materials:**

Geoboard

Rubber Bands

Rulers

Geoboard Recording Sheet

**Directions:**

1. Make a rectangle on your geoboard.
2. Explore how many different ways can you divide your rectangle into

equal sized squares- you may use a ruler to make sure you made a square.

3. Record your findings on your Geoboard Recording Sheet.

**Considerations:**

* Does the student partition the Geoboard in to same-size squares?
* Does the student persevere through finding multiple solutions?
* Does the student communicate how many same-sized squares they can find in each solution?

**Collecting Data:**

Student performance can be recorded on an observation checklist.



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| Teacher notes: |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Not yet:** Student shows evidence of misunderstanding, incorrect concept or procedure | | | **Got It:** Student essentially understands the target concept. | | | | **NEEDS IMPROVEMENT**  **(N)** | | **WITH ASSISTANCE**  **(W)** | | | **INDEPENDENT**  **(I)** | | **0 Unsatisfactory:**  **Little Accomplishment**  The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required. | **1 Marginal:**  **Partial Accomplishment**  Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required. | | **2 Proficient:**  **Substantial Accomplishment**  Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance. | **3 Excellent:**  **Full Accomplishment**  Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors. | |   Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65 |